**10 Classroom Practices**

1. **Morning Meeting –** An engaging activity to start each day. Morning meetings build a sense of community in the classroom and can help students strive within the social curriculum. The morning meeting consists of a greeting, a sharing activity, and a group activity. The greeting is a way for students to learn names and interact with each other to start the day. Sharing allows the students to share something about themselves, this is a great way for the students to get to know each other. The group activity is a short activity where students have a chance to be silly and be active before the day begins. After the students have finished the activity, we will wrap up the morning meeting with a message. The message will tell the students what they will be focusing on for the day.

[**https://www.responsiveclassroom.org/morning-meeting-components**](https://www.responsiveclassroom.org/morning-meeting-components)

[**https://www.responsiveclassroom.org/category/category/morning-meeting**](https://www.responsiveclassroom.org/category/category/morning-meeting)

[**http://www.edutopia.org/blog/morning-meeting-changing-classroom-culture-lisa-dabbs**](http://www.edutopia.org/blog/morning-meeting-changing-classroom-culture-lisa-dabbs)

[**http://brookebrownteachingoutsidethebox.blogspot.com/2015/06/how-to-make-morning-meeting-best-part.html**](http://brookebrownteachingoutsidethebox.blogspot.com/2015/06/how-to-make-morning-meeting-best-part.html)

[**http://creatingathoughtfulclassroom.blogspot.com/2013/07/freebie-for-back-to-school.html?m=1**](http://creatingathoughtfulclassroom.blogspot.com/2013/07/freebie-for-back-to-school.html?m=1)

1. **Rule Creation –** It is important to make rules in the classroom to ensure a safe and friendly environment. Before creating rules, classroom expectations will be addressed so students are aware. After doing so, the students will aid in creating classroom rules. When creating rules, make a list of what the students say and then combine similar ideas. Have the class agree on rules and simplify them to make them easy to remember. After creating rules, post them on an anchor chart and make them clearly visible for students.

[**https://www.responsiveclassroom.org/article/everyday-rules-work**](https://www.responsiveclassroom.org/article/everyday-rules-work)

[**https://www.responsiveclassroom.org/category/category/rule-creation**](https://www.responsiveclassroom.org/category/category/rule-creation)

[**https://www.responsiveclassroom.org/blog/read-alouds-rule-creation**](https://www.responsiveclassroom.org/blog/read-alouds-rule-creation)

[**http://mrshawksnest.blogspot.com/2011/09/1st-7-days-of-school-recap-part-1.html**](http://mrshawksnest.blogspot.com/2011/09/1st-7-days-of-school-recap-part-1.html)

[**http://www.classroomfreebiestoo.com/2014/08/classroom-rules-be-safe.html**](http://www.classroomfreebiestoo.com/2014/08/classroom-rules-be-safe.html)

1. **Interactive Modeling –** From the beginning of the year all the way to the end, students will be learning new things. Procedures are one of the many things they will need to learn. The best way for students to learn will be when it is modeled for them. This is especially important for primary grades when students have a hard time digesting instructions. Much of the instruction is hard for them because they don’t understand vocabulary. This is why modeling can be so beneficial. Another beneficial thing for students to see is behavior. Teachers must model good behavior to show students what is appropriate behavior for school.

[**https://www.responsiveclassroom.org/what-interactive-modeling**](https://www.responsiveclassroom.org/what-interactive-modeling)

[**https://www.responsiveclassroom.org/category/category/interactive-modeling**](https://www.responsiveclassroom.org/category/category/interactive-modeling)

[**http://www.middleweb.com/3255/a-powerful-teaching-model/**](http://www.middleweb.com/3255/a-powerful-teaching-model/)

[**https://www.teacherspayteachers.com/Product/Science-Interactive-Notebook-All-in-One-Bundle-877337?pp=0**](https://www.teacherspayteachers.com/Product/Science-Interactive-Notebook-All-in-One-Bundle-877337?pp=0)

[**https://www.teacherspayteachers.com/Product/Interactive-Notebook-Templates-1289821**](https://www.teacherspayteachers.com/Product/Interactive-Notebook-Templates-1289821)

1. **Positive Teacher Language –** This is one of the most important practices in our classroom. One of the most important aspects of the classroom is safety. Using positive teacher language will reassure student that the classroom is a safe and welcoming place. Language should be clear and direct. When a student has broken a rule, be sure to show the student that you believe they have the ability to follow the rules. Form a positive environment for everyone in the room using positive language.

[**https://www.responsiveclassroom.org/positive-teacher-language**](https://www.responsiveclassroom.org/positive-teacher-language)

[**https://www.responsiveclassroom.org/article/reinforcing-reminding-and-redirecting**](https://www.responsiveclassroom.org/article/reinforcing-reminding-and-redirecting)

[**https://www.responsiveclassroom.org/category/category/positive-teacher-language**](https://www.responsiveclassroom.org/category/category/positive-teacher-language)

[**https://www.responsiveclassroom.org/article/want-positive-behavior-use-positive-language**](https://www.responsiveclassroom.org/article/want-positive-behavior-use-positive-language)

[**http://www.educationworld.com/a\_curr/columnists/charney/charney004.shtml**](http://www.educationworld.com/a_curr/columnists/charney/charney004.shtml)

1. **Logical Consequences –** When students break the rules, logical consequences must be enforced. Consequences must be set beforehand, when rules are created. They should be consistent for all students. The logical consequences that are agreed upon must be used or students will not take the rules seriously because consequences were not enforced.

[**https://www.responsiveclassroom.org/article/punishment-vs-logical-consequences**](https://www.responsiveclassroom.org/article/punishment-vs-logical-consequences)

[**http://www.educationworld.com/a\_curr/columnists/charney/charney006.shtml**](http://www.educationworld.com/a_curr/columnists/charney/charney006.shtml)

[**http://www.extension.umn.edu/family/partnering-for-school-success/structure/using-natural-and-logical-consequences/**](http://www.extension.umn.edu/family/partnering-for-school-success/structure/using-natural-and-logical-consequences/)

[**http://youngteacherlove.com/management-monday-and-freebie/**](http://youngteacherlove.com/management-monday-and-freebie/)

[**http://www.weareteachers.com/blogs/post/2012/10/22/logical-consequences-in-the-classroom**](http://www.weareteachers.com/blogs/post/2012/10/22/logical-consequences-in-the-classroom)

1. **Guided Discovery-** This is a strategy often used to introduce materials in the classroom used for different reasons. Guided discovery can be used to get students excited about an upcoming lesson. It is also useful in finding out what prior knowledge the students may have. This can be a quick activity or it can be something that is left out during free time for multiple days.

[**https://www.responsiveclassroom.org/article/guided-discovery-action**](https://www.responsiveclassroom.org/article/guided-discovery-action)

[**http://onlignment.com/strategies-for-learning-guided-discovery/**](http://onlignment.com/strategies-for-learning-guided-discovery/)

[**http://serc.carleton.edu/sp/library/guided\_discovery/how.html**](http://serc.carleton.edu/sp/library/guided_discovery/how.html)

[**http://www.secondstorywindow.net/home/2015/08/back-to-school-guided-discovery.html**](http://www.secondstorywindow.net/home/2015/08/back-to-school-guided-discovery.html)

[**http://www.room8-adventuresinkindergarten.blogspot.ca/2013/10/discovery-time.html?m=1**](http://www.room8-adventuresinkindergarten.blogspot.ca/2013/10/discovery-time.html?m=1)

1. **Academic Choice-** Academic choice is a great way for students to get engaged and interested in activity or lesson. The way this strategy works is teachers have a list of activities that will reach the goal of the lesson then give the student the choice of the activity they would like to do. When students are allowed to choose their activity, they are often more engaged and give more effort. In turn, students gain more knowledge and often it generates more creativity.

[**https://www.responsiveclassroom.org/article/academic-choice**](https://www.responsiveclassroom.org/article/academic-choice)

[**https://www.responsiveclassroom.org/category/category/academic-choice**](https://www.responsiveclassroom.org/category/category/academic-choice)

[**https://www.pinterest.com/search/pins/?q=academic%20choice&term\_meta%5B%5D=academic%7Ctyped&term\_meta%5B%5D=choice%7Ctyped**](https://www.pinterest.com/search/pins/?q=academic%20choice&term_meta%5B%5D=academic%7Ctyped&term_meta%5B%5D=choice%7Ctyped)

[**http://twocandoit.blogspot.com/2013/04/read-o-math-o-write-o-revised.html**](http://twocandoit.blogspot.com/2013/04/read-o-math-o-write-o-revised.html)

[**https://k12teacherstaffdevelopment.com/tlb/how-can-i-use-academic-choices-to-help-students-stay-motivated/**](https://k12teacherstaffdevelopment.com/tlb/how-can-i-use-academic-choices-to-help-students-stay-motivated/)

1. **Classroom Organization-** The classroom organization is shaped upon the needs of the students. The classroom should be organized in a manner that makes sense for the teacher and students. Students should be able to be successful in working independently, in small groups and one-on-one with a teacher. The students and teacher should know these appropriate places.

[**https://www.responsiveclassroom.org/category/category/classroom-organization**](https://www.responsiveclassroom.org/category/category/classroom-organization)

[**http://www.responsiveclassroom.org/resources-search?search=&term\_node\_tid\_depth=23**](http://www.responsiveclassroom.org/resources-search?search=&term_node_tid_depth=23)

[**https://www.pinterest.com/search/pins/?q=classroom%20organization&term\_meta%5B%5D=classroom%7Ctyped&term\_meta%5B%5D=organization%7Ctyped**](https://www.pinterest.com/search/pins/?q=classroom%20organization&term_meta%5B%5D=classroom%7Ctyped&term_meta%5B%5D=organization%7Ctyped)

[**http://happyteacherhappykids.com/18-amazing-classroom-organization-tips-tricks/**](http://happyteacherhappykids.com/18-amazing-classroom-organization-tips-tricks/)

[**http://createteachandshare.blogspot.com/2014/05/its-here-your-organization-answer.html**](http://createteachandshare.blogspot.com/2014/05/its-here-your-organization-answer.html)

1. **Working with families-** This is a high priority. Teachers should have contact with parents and guardians throughout the year. Keeping a positive relationship with parents and guardians will only aid in the student’s education. Having a folder to send notes and student work home is an easy way to keep communication.

[**https://www.responsiveclassroom.org/article/working-families**](https://www.responsiveclassroom.org/article/working-families)

[**https://www.responsiveclassroom.org/category/category/working-families**](https://www.responsiveclassroom.org/category/category/working-families)

[**http://www.nea.org/home/56829.htm**](http://www.nea.org/home/56829.htm)

[**http://thecornerstoneforteachers.com/free-resources/family-outreach/parent-teacher-communication**](http://thecornerstoneforteachers.com/free-resources/family-outreach/parent-teacher-communication)

[**http://fun-in-first.blogspot.com/2014/10/parent-teacher-conference-time-and-must.html**](http://fun-in-first.blogspot.com/2014/10/parent-teacher-conference-time-and-must.html)

1. **Collaborative Problem Solving-** There are many ways to problem solve in the classroom. Using private conferencing is common but other ways include role-playing and scenario solving. Using these techniques can solve the problem by allowing the students to think critically.

[**https://www.responsiveclassroom.org/category/category/collaborative-problem-solving**](https://www.responsiveclassroom.org/category/category/collaborative-problem-solving)

[**http://flconfcurriculum.wikispaces.com/file/view/8+-+Day+5+Collaborative+Problem-Solving.pdf**](http://flconfcurriculum.wikispaces.com/file/view/8+-+Day+5+Collaborative+Problem-Solving.pdf)

[**http://www.thinkkids.org/learn/our-collaborative-problem-solving-approach/**](http://www.thinkkids.org/learn/our-collaborative-problem-solving-approach/)

[**http://www.rundesroom.com/2015/02/collaborative-problem-solving-in-math.html**](http://www.rundesroom.com/2015/02/collaborative-problem-solving-in-math.html)

[**http://www.joebower.org/2012/05/collaborative-problem-solving-in.html**](http://www.joebower.org/2012/05/collaborative-problem-solving-in.html)